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J. B. Taylor

UNIVERSITY OF ALBERTA, SUMMER, 1955

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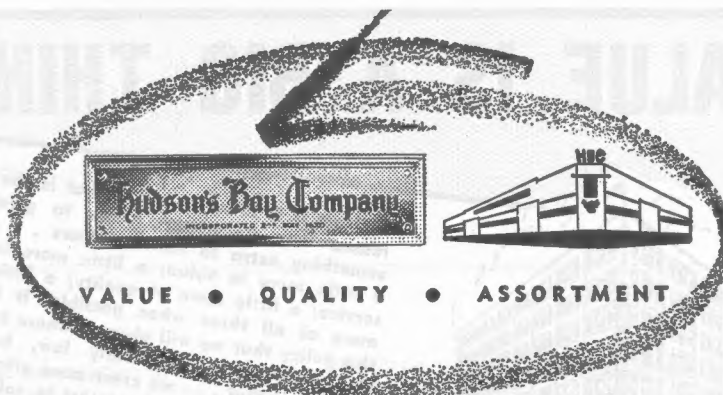
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The Editor's Page

● SOME ALUMNI "DO'S" AND DONT'S

Successful alumni get-togethers have to be worked at. They require foresight and good management.

Last winter we had the pleasure of visiting with alumni in Grande Prairie. One of the many favorable observations that we came away with had to do with the neatness and despatch with which the executive there handled branch "do's" and dont's.

Obviously, somebody possessed the divine fire of creative imagination.

At the outset the "summons" were effective. The neatly printed formal invitations, in University colours and displaying a succulent menu, left one savouring the occasion from the start.

When you get right down to it, it's the method of telling that's important. Those in charge have to decide whether to make the invitation formal, semi-humorous, or completely zany. If alumni find it attractive and different, they'll keep it. If it's unimaginative, it will follow the rest of the second-class mail into the basket.

In other words, at the outset, *create an atmosphere*.

You'll be surprised at the novelty themes that can be worked out, drawing from the history and tradition of your Alma Mater.

And, once you've got them there, don't trample the spark of curiosity that motivated them to come by:

- Overloading the speaking program. Thirty minutes for a feature speaker is usually plenty time enough.
- Dragging in long business meetings and reports. Save them for lesser gatherings.
- An unfortunate choice in a toastmaster.
- Leaving the meeting at loose ends. Always close with a song or benediction that all alumni can participate in.

There are several aids to success.

Everybody likes to sing, and notable among them are alumni. A resourceful man at the piano who can bang out the old school tunes is worth his weight in gold. Song sheets should be at every place.

Stunts are fun. You might have heard "Casey at the Bat" just the other week at the Rotary Club, but there's a chuckle or two left in hearing it again from John D., class of '23. Or Sue, cheer leader '33, with an echo of the old varsity re, re, re.

They're part of the *atmosphere*.

Remember, it's the little things anticipated that count the most. Rightly engineered, the greatest benefit of an alumni branch gathering will be experienced by the *University* of which those present are alumni.

The Faculty of Law

By DEAN W. F. BOWKER

THE University has conferred the degree of Bachelor of Laws almost from the time the institution was founded, the first being awarded in 1915.

There was not, however, until 1921 a regularly organized faculty, and no attendance at University classes was required. The candidates prepared themselves for the examinations, with some help from lecturers in the court houses of Calgary and Edmonton. By 1921 the University and the Law Society decided to establish a faculty with a full-time staff. This decision was reached at a series of meetings between Dr. Tory, president of the University; Mr. Justice Frank Ford, now retired; the late Mr. Justice Parlee, G. H. Steer, Q.C., and the late Mr. Wm. Dixon-Craig. The last four were in practice at the time and had been active as lecturers in law. The late J. A. Weir was engaged on a full-time basis and was made dean.

Classes at the University in first-year law were opened in the fall of 1921, and the first class graduated in 1924 with about twenty members. The course was, as it remains, three years in length. When the faculty was first established a candidate did not have to attend it in order to become a member of the bar. He could still follow the old method of spending five years under articles, or three if he had a degree. However, very few chose the old method and in the 1930's it was abolished. The graduate of the law school has always been required to put in a year under articles. As first, summer articling was permitted, but it was abolished over twenty years ago, and every graduate is required to put in his year after graduation. He takes out his articles with a practitioner with whom he makes his own arrangements to article, usually in Calgary or Edmonton. At the end of the year he has to write one examination in practice and procedure. Then he is admitted to practice before a justice of the Supreme Court and becomes a member of the Law Society of Alberta.

Until 1930, Dean Weir was the only full-time member of the staff, but in that year Dr. M. M. MacIntyre came to the faculty. In 1942, Dean Weir died. His students have always regarded him as the greatest of teachers, with a breadth of knowledge and ability to impart legal principles, largely by questions and the use of hypothetical problems that could not be matched. Dr. MacIntyre then became dean, and resigned in 1945. A graduate of Dalhousie and Harvard, his teaching was always provocative and stimulating. For the next two years, G. H. Steer, Q.C., a leading practitioner in the city, was acting dean pending the rebuilding of the staff. In the ten years since the war, the number of full-time members has grown to four, those at present on the staff being Dean W. F. Bowker, Professor Alex Smith, Associate Professor G. W. Reed, and Assistant Professor A. B. Weston. The faculty is still augmented by part-time teachers who are local practitioners giving one or two courses each. From the beginning the school has received invaluable help from the part-time teachers.

For many years G. H. Steer, Q.C., and L. Y. Cairns, Q.C., taught important courses, and many others helped, especially at the period when there was a small full-time staff around the end of World War II. At present there are five part-time instructors—D. M. Cormie, Frank Dunne, A. F. Moir, P. M. Owen, and J. W. K. Shortreed.

An important part of any law school is its library, where the students must spend a great amount of time in preparing the work assigned to them. At the end of the war, our library was adequate for the small classes, save that there were not many good textbooks and no reports of decisions in countries other than Canada and England.

Since the war many new books have been added, and the library is housed in the John A. Weir Memorial Room in the new Rutherford Library. In addition, we have a full-time fully qualified law librarian, Mr. Mills Shipley.

It is interesting to note the number of graduates at different periods in the history of the law school. Prior to World War II the number varied from about ten to twenty-four. Then by the middle of the war the numbers began to decline rapidly until 1945, when three students graduated. Then, with the coming of the veterans, the size of the classes increased so that in 1951, fifty-five students received the degree of LL.B. Since then the numbers of students have declined somewhat and at present the school is graduating about thirty students a year. We do not look for any further decrease and, in fact, there will probably be a rise in enrolment when the larger numbers now in the high schools reach University.

Some persons are still under a misapprehension as to the opportunities for law graduates. They think that overcrowding of the profession must result from the numbers, totalling about two hundred and fifty, that have graduated since the war. The fact is that in the past five years the supply of graduates has not met the demand. It is easy to find good offices in which to article, and after the articulated student has become admitted he often stays in the firm, or if not, he has no difficulty in finding an opening either by going into practice for himself or with some other law firm. There is a continual demand for young lawyers from firms in the city and in the country, provincial or dominion governments, business firms and oil companies. Many graduates of other law schools have come to this province since the war, and in the past two or three years perhaps one-third of all of those admitted to the bar have come from other law schools. Thus there is no question as to opportunity.

In recent years there has been much discussion in legal circles on the aims of legal education and the best method of gaining these aims. A lawyer in Alberta may either concentrate on "court work"—that of a counsel or barrister or advocate, or on "office work"—that of a solicitor or attorney, or he may combine both. In one capacity or the other he must have a thorough knowledge of general principles and the ability to apply them to the problems that come before him. He must also know how to draw legal documents. In time he may develop a special interest in constitutional law, taxation, company law, insurance, wills and estates or criminal law. If he is interested in court work he must know how to prepare for trial, examine

witnesses, make a legal argument. The power of both written and oral expression is essential. It is generally agreed that law schools cannot give really effective training in all of these skills, especially those required in court. Some can be learned only by practice. However, the law school should be able to do much to stimulate a student to reason out problems and apply what he has learned; there are obvious advantages in an intensive study of the important subjects through reading before class and discussion and criticism in class.

For the greater part, our law school follows the method of teaching that generally prevails in the United States and in the common law provinces of Canada—that is the reading of cases designed to bring out the main principles of each subject such as contracts, wrongs (civil and criminal) and property. The cases are read beforehand and then discussed in class. This method enables the student to grapple with actual problems, to analyse critically the decisions of the courts, and to apply his learning to new problems. Of course, the reading of cases is supplemented by textbooks and articles, by legal writing and the making of oral arguments.

Another aspect now stressed in some circles is the importance of relating law to other subjects of study—economics, history, psychology, philosophy and sociology. Unless the period of legal training were extended by one or two years, it is clear that a choice has to be made—everything cannot be taught. The contest is between teaching in breadth and in depth. The more one tries to cover, the less thorough the training will be; and, generally speaking, it seems better training to teach a smaller number of subjects thoroughly than a smattering of everything. If a student is well grounded in the tools of his profession he has the equipment to attack problems that he never heard of before or that come into existence after he has begun to practise.

One tendency that must be avoided in the law school is that of encouraging the "premature specialist". One must be a lawyer before he can expect to become an expert in any special field. Most of the outstanding lawyers deal with the most diverse problems.

Related to training in a law school is the question, what education should be required of students applying to enter? This subject has produced much discussion in teaching circles. Like legal training itself, it has to stop somewhere. Diminishing returns are reached after a certain period. Yet the great danger is not in requiring too long a period but in admitting students to law schools whose general education is not good enough. It is hard to fix a standard that is fair in all cases—should it be two years? three years? a degree? and if a degree, what degree will suffice? There is a clear relation between a liberal arts education and law—a knowledge of literature, a foreign language, economics, history, philosophy are obviously helpful. Yet a graduate in honors mathematics is probably a better prospect than the weakest student who has squeezed his way through a history or economics course. At this school the original requirement was senior matriculation. After about five years an additional year of arts was required. Then, around 1938, the requirement of a B.A. or equivalent degree was made compulsory. This means a minimum of six years from senior matriculation except in the case of those students who take the combined course in Arts and Law which takes five years.

This leads to another question. What other factors besides academic record is the law school interested in? There are a number, but the most important are character, interest in law and aptitude for law.

The difficulty is that there is no chemical test to disclose these qualities; and those with the responsibility must decide. In recent years this University has built up a student advisory service which is designed to assist the faculty in their admission problems, and this is an important advance. Once the student is admitted, however, the responsibility is that of the law school. Much can be done by the faculty to generate and increase interest, and in making the majority of students and not merely those at the head of the class into potentially good lawyers; but little is gained if, together with these good graduates, there are others who will not help to build a better profession. The school can do much to inculcate the ideas of professional ethics in most students, but the ground must be fertile.

Lastly, it may be of interest to mention the subject of legal research on the part of the staff. All of the members of the faculty spend as much time as they can (principally in the summer) in pursuing the study of subjects of special interest. The work may or may not be done toward a degree. All of the members of the full-time staff have written for the Canadian Bar Review or the University of Toronto Law Journal. It is, of course, a fact that legal writing in Canada is not as abundant as it should be. We rely greatly on English works. This is, of course, understandable and proper, but many consider that we in Canada could do more in building up our own legal literature and that law teachers have a special responsibility to do this. One fertile field of research is that of comparing our law to that of the United States, particularly in the field of constitutional law. The framework of government in the two countries has so many similarities and yet so many differences that comparisons of the two are bound to be beneficial—and little has been published on the subject. One member of the staff has been working for years on the subject of human rights in the two countries and another on regulation of trade and commerce. This work has been done in connection with graduate work, and it is hoped that these theses will be published sooner or later. Another member of the staff has spent several summers in Ontario working on insurance and labour law. Ultimately we can expect tangible results that it is hoped will be a contribution to legal thought, and in the meantime the benefits of these studies are passed on to the students in class, and the training of students is, after all, the first obligation of the teacher.



UNIVERSITY OF ALBERTA NATIONAL AWARDS

The 1955 recipients of the University of Alberta National Awards in Letters, Music, Painting and Related Arts went respectively to Dr. Lorne Pierce, Mr. Lyell Gustin, and Mr. Donald William Buchanan.

The awards, instituted in 1951, recognize outstanding contributions to the development of the arts in Canada.

Across the President's Desk

By DR. ANDREW STEWART



I didn't resist too strongly the suggestion of the Editor that the President should contribute a page to *The New Trail*. I only hope I can meet the "deadlines" and keep the page interesting. If it gets dull, the fault is not in the title. Every day exciting and interesting things cross the President's desk—ideas expressed in interviews, letters from all kinds of people, and publications so numerous that they cannot usually get more than a glance. The problem will be largely one of selection and reporting. The selections will no doubt display the President's own bias and prejudices; but I hope the things that interest me will not prove dull and uninteresting to readers of *The New Trail*. I shall try to let the ideas which come to me across the desk speak for themselves.

Here is a letter which the President received this spring. I have chosen it for this page, for reasons that I hope will be obvious to you. I have to admit that it is rather a unique letter. I haven't seen many of its kind. But I'm glad to give it first place.

* * *

Dear President Stewart:

My heartfelt thanks to you and your staff at the University of Alberta for your efforts in helping me to obtain a goal. In passing from my undergraduate days at the University of Alberta I cannot help but feel a deep attachment and a great deal of respect for the time spent under the guidance of such capable men and women. My arrival at the U. of A. some few years ago to continue my training has been very profitable in gaining knowledge, experience and a host of friends and associates. I am greatly in debt to this institution both from the mental as well as the physical aspect.

Kindly pass along my thanks to both you and Mrs. Stewart, as well as your staff and personnel. May I also encourage you in your methods and approach of maintaining University spirit and level. May we of the U. of A. continue to build one of the finest universities on the North American continent.

Faithfully yours,

A Vast Excellency

By DR. E. P. SCARLETT

I propose to ask you to consider with me in this Provincial Jubilee year our University, not its past, which has been notable, but its present, and, in a more tentative way, its future. A university must stir the imagination of citizens by graduating young people with the highest qualities of ability and character (its paramount duty), by explaining from time to time what it is trying to do, and through various agencies creating an interest and understanding on the part of the public. In what I have to say on this occasion I trust that I have a proper estimate of my own place in the scheme of things, and my remarks are made in all humility. I am a physician with no special knowledge of education nor any detailed knowledge of this University such as one obtains from being a member of the staff. With such limitations it is extremely doubtful if I can give you, to use Christopher Fry's phrase, longitude with no platitude.

The title which I have given these remarks is really an intimation of the point of view which I wish to develop—*A Vast Excellency*. It is a phrase taken from a sermon delivered in 1651 by that excellent Englishman, Jeremy Taylor, in which he refers to "transmitting glimpses of a vast excellency". The phrase *A Vast Excellency* points to the function of a university. My concept of a university is that it should assist the undergraduate in acquiring a broad perspective. It should help him to see things in this world "under the eye of eternity", it should provide the student, in Whitehead's words, with "a habitual vision of greatness". In short, a university should afford the student "glimpses of a vast excellency".

As a background to our discussion we should remember that the university and its operations in whatever direction are only part of the great educational upsurge of modern times. This modern education is a great enterprise, the result of a widening of democracy in the Western world. There has been brought into being universal public instruction as opposed to the practice of the pre-

Earlier this year the Chancellor of the University, Dr. E. P. Scarlett addressed the **Friends of the University** in Athabasca Hall. His interesting title piece was **A Vast Excellency**. The presentation was received with such unanimous acclaim that the **Friends** had the contents printed and circulated in booklet form. For the graduates of this University with an abiding interest in the role and welfare of their Alma Mater, we take pleasure in reprinting in its entirety Chancellor Scarlett's splendid address.

democratic age when education was the monopoly of a privileged minority. Such universal education as it is commonly spoken of was the dream of earlier reformers. They felt that such a scheme of things would usher in a new era of happiness and wellbeing for society.

Now while undoubtedly there have been tremendous gains and benefits, certain unforeseen things have occurred. By and large, these would seem to flow mainly from the fact that formal education in a democracy presupposes three things: equalitarianism, dependence on government funds, and a certain close organic relationship with the existing society, its customs, beliefs and contending popular media, which did not exist in the case of the older private and completely independent institutions of learning.

What has occurred under the modern dispensation of democratic educational institutions was, as we have said above, not foreseen by its founders, and it is these things that are giving us increasing concern today. This education in a democracy has tended to result in a dilution of the intellectual life with a levelling down of standards and quality. There has been introduced to a painful degree at all levels a utilitarian spirit in which education is confused with training, in which it becomes the means to an end, such ends being improved social status and increased ability to make money. One might remark in parenthesis there is a strange duality about this thing called education—it would seem to be either a pearl cast before swine or a pearl of great price. A second thing that has occurred is that education has been diverted to the cheap ends of amusement. Students learn to read in order that they may regale themselves with gutter journalism and magazines, to view vicious screen plays and to absorb passively what is doubtful propaganda masquerading in the guise of bright advertising.

It is interesting to note in this connection that the philosopher, David Hume of Edinburgh, in the eighteenth century, predicted that these things would come to pass.

Admittedly then, such imperfect education of the masses through the instrument of modern mass education at these levels tends to condition people so that they will be corrupted by the various contending influences in the modern world and eventually fall under the tyranny of various corroding agencies, the worst of which is the tyranny of the state as we have seen in modern European history. Without developing this point further, it would seem that the only remedy for the pass to which things have come is for more and better education.

Another phenomenon that has been taking place is the disappearance of the smaller colleges and independent private institutions

of learning. As a result of the increased demand for the teaching of science, the growth of professional training and the increase in student numbers, such institutions which in large part were affiliated with various religious denominations have waned in influence and in many cases have given way to what may be termed state institutions. Indeed, nearly all educational agencies today are to some extent pensioners of government.

Turning now to questions of university education with which we are primarily concerned, it has been said that in this year 1955 we are in a time of crisis, and this is no understatement. Crisis and transition universities, if they are at all vital, have always had to face. Such changes imply, however, a readiness to find answers for new questions, to re-orient our thinking and to re-examine the purpose of university education and the best means of fulfilling that purpose. In this connection, as you know, a committee of this University, under instructions from the Board of Governors, has been examining the problems that the University may be expected to meet in the course of the next ten years, to assess these problems and to endeavour to draw up certain recommendations which may be utilized as the broad outline for a blueprint of university policy in the years immediately ahead.

The first phase of this crisis concerns what has been called the challenge of numbers. It is likely that by 1965 there will be a fifty percent increase in the university student population in Canada, that is, an increase to 80,000 over the present number of 55,000. This year at the University of Alberta there are approximately 4,000 students in attendance. The recent graph of student population would indicate an increase of about 300 a year, so that by 1965 we may expect a student body of about 7,000. That is certainly a conservative estimate. In any event, such a state of affairs calls for more accommodation in the form of buildings, more facilities, more teachers, all of which mean more financial support. Everyone will agree that at this time in Canada we cannot in university matters adopt a policy of retrenchment. With the increasing economic and national growth in this country, well-trained graduates are going to be required in every sphere of life. It may be added that we in Canada are not doing as well as other countries insofar as our aid to research and advanced education through government means or foundations is concerned.

A second aspect of the crisis in the university concerns the quality of the student body. You will agree with me that, far from lowering standards in order to accommodate a larger number of students, standards should be maintained and an even greater emphasis placed upon excellence. This is all the more necessary

because academic standards in our Canadian universities as compared to those of European institutions are at the present time not any too high. Of course, a favorite sport indulged in by all of us of an older generation is to pose the question of the real quality of the present generation of students in the University as compared to that of earlier generations. Certainly the answer cannot be absolute; in many particulars the quality is good, but there is obvious evidence in certain directions that a certain glib superficial excellence has supplanted well-integrated knowledge, and certainly there is definite evidence that there are many students in the University who should not be there at all, and that there are too many who fall by the wayside. That raises the question inevitably of our present mode of selection of students. I know that most universities are troubled on this point and all are certainly making an endeavour to improve their method of selection.

There is a feeling, too, that there is a substantial number of young people who are capable of benefitting from a university education who cannot find entrance to a university institution for economic reasons. That at once raises the question of bursaries and financial assistance to worthy students. In this regard it is notable that in recent years in Great Britain seventy percent of students received some form of financial assistance in attending university whereas in Canada the number is fifteen percent. Our own University, as a result of a recent resolution of its Senate, has appointed a committee to review the whole question of bursaries and scholarships, to endeavour to consolidate those already in existence, to assess the whole question and to bring in recommendations in this regard. It is also the intention of the University to make an effort to see that prospective students may have ready access to the list of bursaries which are available rather than having to thumb through a complex university calendar in an endeavour to obtain such information.

Another angle of the crisis concerns the question of the curriculum, and notably the articulation of the university syllabus of studies with that of the secondary schools. Now much heat has been generated in a discussion of this problem, and it can only be hoped that ultimately some light will emerge. One is inclined to think that Whitehead was perfectly correct some years ago when he pointed out that the battle of the curriculum and indeed the whole problem of university standards and the emphasis in university studies would be won in the high schools. We all know that our secondary schools are at the present time deep in the struggle with the problem of numbers which later will involve the universities. All that should be pointed out in this regard is that in their endeavour to solve these problems a better deal must be secured for

that group of students who are going on to the university, and an endeavour be made to secure a better and a less confusing articulation with universities in the matter of courses of studies. This would be the point at which I should like to develop a subject which interests me intensely, namely the urgent need for a large increase in our supply of thoroughly trained technologists in the many fields of science and industry. I have only time to hint at the question. Discussion is taking place about the best means of meeting this need, whether it should be by the provision of special institutions of technology, by upgrading our existing technical institutions, or by expansion within the universities. These are all problems that have been more thoroughly worked out in Great Britain than in Canada. It is my considered opinion that we are paying a heavy price at the present time for our failure to deal with this problem, if only because technological education is being pushed into the university where it is disturbing the balance and emphasis of university education and not at all solving the end of supplying the great demand for trained technicians. In this regard this country would do well to expend some of its thought and energy on expanding our existing technical institutes that it is devoting to the advocacy of increasing the extent and number of our universities.

A most important feature of this university crisis which we are discussing is the imperative necessity for an increasing number of well-trained teachers and instructors. If the university is to remain as it should be, one of the central dynamos of society, it must have in its ranks as instructors men and women of the highest competence and character. In the face of the increasing competition of industry and business, it is becoming increasingly difficult to retain the services of such people. Already the high schools find themselves in a dilemma in their inability to secure competent instructors in science and mathematics, and presently the university is going to find itself in similar difficulties in practically all its echelons.

Finally, as our universities increase in number, in size and in complexity it is going to be difficult to avoid fragmentation and the isolation of the various faculties. This will mean the development of new disciplines and arrangements within the university to strengthen its corporate life, to formulate a common language between specialists who at the present time are barely able to understand each other, and to secure a point of view which will embrace all areas of university thought.

Finally something must be said concerning the present financial aspect of the crisis we are considering. The present financial situation facing our universities is not due to bad luck nor to poor management. It is simply the result of the essential demands of an

expansion of services in growing institutions. A brief prepared at McGill University recently showed that the revenues available for the education of each student in terms of buying power declined from \$404.00 in 1938 to \$382.00 in 1952. An analysis of the operating income of twenty Canadian universities for 1954 showed a breakdown as follows: Tuition fees 28.7%, government grants 44%, research grants 15%, endowments 6%, gifts 4%, miscellaneous 4%. You will note that tuition fees represent 28.7% of the operating income. As a contrast I may point out that in the May, 1955, report of the Principal of the University of Edinburgh, the income from students' fees was 12.1% and the parliamentary grant was 72.5%. Principal Sir Edward V. Appleton also noted that the total parliamentary grants received by the Scottish universities amount to 74.7% of the total income. This figure simply points up the fact that government grants for Canadian universities are simply not comparable to those presently being received in Great Britain or in the United States.

In this connection let me point out that in 1952 the total revenue of all Canadian universities from all sources was \$48,000,000.00. I find that a similar amount during the same year was spent by one state legislature in the United States for university education in that state. It is interesting that in that same year in Canada we spent \$60,000,000.00 on our mental institutions.

It would seem that it all adds up to this—if our national life is to be assisted and strengthened by the universities, if our universities are to remain as they should be, central agencies in that life, we in the universities must have additional financial assistance from governmental and other sources, and as a corollary there must be forthcoming a more realistic and imaginatively conceived scheme of bursary assistance to students who can be shown to be capable of university education.

* * * *

You may say, is all this effort and expenditure worthwhile? The answer depends upon your idea of what a university is. Recent events would seem to show that the function of the university, beyond its capacity to train people in the professions and to give young people a set of trade techniques, is dimly understood by the public at large. At times it would seem that in the minds of most people the Canadian university is a glorified technical school. Let me say a few words in this regard.

First of all, the contribution of our colleges and universities to the material success and moral quality of our society is immense and can only with difficulty be set down in concrete terms. The university has strengthened the basic freedom of our society. It has

defended the rights of the individual. It has widened the opportunities and the pathways by which our society has advanced. It has contributed to the growth and culture of the nation. Can you imagine a country with railways, airways, telephones and power plants without engineers; mines, forests and agriculture without scientists; hospitals without doctors and nurses; churches without preachers; schools without teachers? If you can imagine such a country, it would be one without universities. But even at that, strip away from your idea of the university its professional schools and you still have remaining the real heart of the university, carrying on its traditional task of preserving and transmitting the heritage of knowledge and of carrying out its primary function of the search for truth. The university is the custodian of civilization. I become weary and exasperated at the popular way in which the value of the university is presented. It is lauded because as an institution it has provided the means of extracting oil, of improving grain and the livestock industry, of providing business and industry with new ideas and methods. Now these things are good, but they are only means in life and not ends. Such a utilitarian approach to the idea of education is pitifully inadequate and tragically short-sighted.

We must constantly remind ourselves that to make people industrially effective you must make them intelligent. Man is not a beaver whose business in life it is to lay logs. The practical man says that the object of education is to fit a young person for life. But the trouble is that if the education of such a young person is to consist of nothing but training for a livelihood, such a person will never enter into anything that deserves to be called life. Too practical a view of education along such lines leads to a narrow specialism in which a man is a drone and not a vital human being. Man's intellectual wealth does not consist in the knowledge of a lot of facts regulated by theories, but it consists in knowing the relative value and the relation of the facts.

More specifically then, the prime function of the university is the imaginative acquisition of knowledge. Its task is to unite imagination and experience. Never underestimate imagination—it is that fissionable substance within each of us which when it explodes may illuminate the world, and what is more, the glory of such an illumination lasts. Our universities are descended from those of the Middle Ages, when universities were corporations of students wanting to learn and teachers wanting to teach, all independent of secular or religious control in greater or lesser degree. Real education, therefore, is as I have said, imaginative learning which takes into account not only the acquisition of facts but also their appre-

ciation. In such an order the student should be, in Sean O'Casey's phrase, "a wanderin' king holdin' the ages be the hand".

Training in a university inspired by such a spirit should sustain a person after the depletion of the day's routine, should lift the horizon, stir the senses and set the spirit free. It should provide the antidote to much of modern life that is empty, noisy and progressive and which as often as not ends in coca-cola, in expensive cars and in strident movies. The university should provide young people with an acquaintance with what I rank as man's most glorious achievements—poetry, music, art and architecture (the last named, alas! still has not developed to any extent in Canada). The university should be the centre of independent thought and criticism. Independent thought is really what we mean when we speak of academic freedom. A university education should prepare young people not so much *for* their occupations as *against* their occupations. It should make them masters and not slaves of their work.

A university should provide perspective and in a deeper sense religious values. In this connection I should like to quote a few sentences from the last article written by the late Doctor R. C. Wallace, who bears an honoured name in the annals of this University and who is affectionately remembered by a vast number of our citizens. In a recent number of *The Queen's Quarterly*, Doctor Wallace wrote these words which are part of what might be called the final statement of his credo:

"We are so apt to measure life by the yardstick of our own lifetime, and fail to realize that such a yardstick is as inadequate as an inch rule would be for measuring the circumference of the earth. Since life began on this planet there have been successive steps forward, and since the early days of man these steps have led to a more adequate functioning of the human body and the human mind. The process continues so slowly as not to be perceptible within the compass of a human lifetime. But it continues and will increasingly, aided by the conscious efforts of men and women of good will who strive for a better life. There will be disappointments ahead as there have been in the past, and at times the process may seem to have gone into reverse. But I have the firm conviction, which to me is an article of faith, that no conscious effort toward betterment, whether individual or collective, is ever lost. It is held in the lap of time.

"In the days when I had the responsibility of the university department of geology, I took the students of the first year, of the final year in part and the graduate students. It was my practice to ask the first year, who numbered almost two hundred, to invite other students to come in for the final lecture, in which I gave some

idea of the vast sweep of time, and of the place of man in the absorbing story of the evolution of life. My hope was that however much of the details of the year's work might be forgotten, it would not be possible for any of these students to forget the human drama in its relative insignificance and yet in its superb achievement and magnificent challenge. No one need feel discouraged because the world is not transformed in his lifetime. The geologist, at any rate, has acquired the saving virtue of patience."

To business men and to others who clamour for performance and achievement in practical terms I would say that here are some of the things that the university has to offer our young people, apart altogether from the practical business of training, techniques and the handling of tools necessary for the earning of a living: a healthy respect for the lessons of the past, the ability to use precisely and to understand language, a widened range of the creative imagination, an experience of life and of people through literature and history, at least some idea of the values on which judgments must rest, and a sense of the moral imperative for unselfish aspirations.

Imperfectly stated and probably in a fragmentary fashion, in the foregoing, I have set down at least some phases of 'the idea of a university'.

* * * *

If in the light of these considerations you agree with me that a university is deserving of support, and if you agree further that the place of the university in our society is an essential one, then it follows that support of the university is not a matter of philanthropy but a vital responsibility of governments, corporations and public-minded individuals. I would commend two large objectives to you. The first—encourage the movement that is gradually taking form towards financial contributions to universities from corporations. A beginning in this regard has already been made. A survey of a Committee on Education of the Canadian Chamber of Commerce indicates that last year companies in Canada contributed about \$500,000.00 to universities in Canada. Nearly all of these grants were in the east. The case for such a practice is overwhelming. The contributions of the universities in terms of men and ideas are basic to the life of industry. The success of business depends ultimately on the quality of men employed as well in the fruits of university research. Thus business has a responsibility in a corporate sense in this direction.

The second thought that I would commend to you is that there is no room in our province for parochial thinking about the University. Such a consideration should not be a matter of civic patriotism. It is rather a question of provincial pride, of concern for

youth and of developing a strong institution. At the present time we should strengthen our existing University facilities and not weaken our effectiveness by creating new and meagerly equipped centres. In this way quality may be maintained at a high level and the cost will be less. The quality of the instructional staff in particular is all-important and it should be borne in mind that the best teachers are naturally to be found in larger and more fully equipped established institutions.

If you will forgive a personal note, I should like to set down my own immediate objectives for this University in practical terms. Some of these objectives I feel could well be adopted by an organization such as the 'Friends'. First, increased residential accommodation. Too many students are deprived of this essential ingredient of university life. Schemes in this regard for future spacious residences are all well and good, but they offer little consolation to the majority of students at present in the University and who only pass this way once. Secondly, to increase and stress the honour courses in the University. Thirdly, to reorganize and enlarge our programme of bursaries and scholarships, to devise helpful arrangements regarding the payment of fees such as the introduction of a revolving loan fund, and in both regards to publicize the facts. Fourth, to set up visiting lectureships as the result of which eminent people in science, literature and arts would visit our campus from time to time and deliver a lecture or series of lectures and be available to sit in on seminars of students. I know from experience that such people take a particular delight in such assignments. Fifth, to develop a University bookstore in such a way that students would be encouraged to buy books, and such a centre would be something more than a wholesale distributing house for textbooks.

* * * *

I have said these things at this time because all of us have pride, and justifiably so, in this University. It is being admirably served by its teachers and by its administrative officers. I have endeavoured to indicate the crisis in the university sphere, a crisis of numbers and finance. I have tried to point out the part, the central and strategic role, that a university plays in our society. And I have finally suggested some practical measures which we as citizens should be taking in this regard. Above and beyond all that has been said, the universities have a great role to play at this moment in world affairs. At the moment we are confronted by the frightening spectacle of a world in bitter travail. It was startling to hear Sir Winston Churchill recently, in discussing the world situation, ask the question, "Which way shall we turn to save our lives?" In

those words he echoed the searching cry of Christian in Bunyan's *Pilgrim's Progress*, "What shall I do to be saved?" The universities have the task of recreating compelling values, of asserting the conception of a moral universe and a significant way of life, of building spiritual defences against the new paganism and the atom-bomb mentality of fear and impious pride.

Man must not be reduced to the proportions and character of an engine. The university must assert once again the essential value and dignity of the individual man and insist that "no one will interpret for us in terms of microvolts and feed-back mechanisms in the brain of the sonnets of Shakespeare, the paintings of Botticelli, the music of Mozart or the going out to death of Captain Oates into the dark wastes of the Antarctic". The universities must proclaim that there are more things in heaven and earth than are revealed by an amplifying mechanism or an oilwell rig. It is the task of the universities, together with religion, to redeem the world, to light torches which flame down the corridors of eternity, to provide us with glimpses and assurances of a vast excellency.



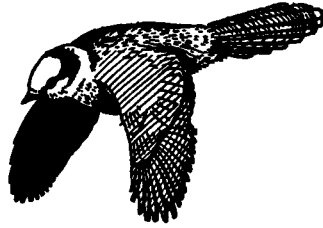
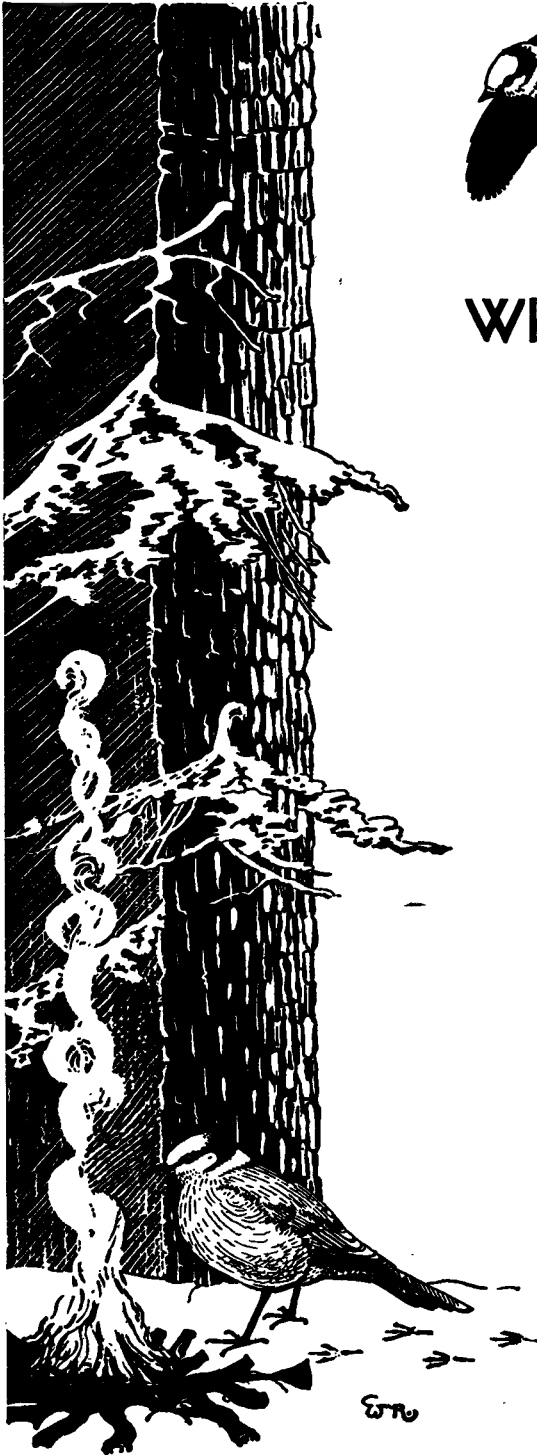
PRESIDENT STEWART RECEIVES HONORARY DEGREE

On the occasion of his recent visit to Australia as one of the three delegates from Canadian universities to the conference of Commonwealth universities, Dr. Andrew Stewart was awarded the honorary degree of doctor of laws by Melbourne University.

ALUMNI NAMED IN NEW UNIVERSITY APPOINTMENTS

The introduction of new courses this fall at the University and an anticipated increase in student numbers has resulted in several new staff appointments being announced.

Notable among these are several alumni who will be returning to the campus in the role of instructors and professors. They are: **Walter Worth '49 '52**, as assistant professor in the Faculty of Education; **S. A. Linstedt '51**, an associate professor in the Faculty of Education, Calgary branch; **Miss Ethel King '49 '50** and a life member of the General Alumni Association, appointed lecturer in the Faculty of Education; **Dr. R. S. McArthur '47 '48**, an associate professor in the Faculty of Education; **Stephen Mendryk '53**, joins the staff of the School of Physical Education.



Whiskeyjack . .

WINGFEATHERS

There are times when Whiskeyjack wants to find out the rottenest log in the province and bury his head in it, out of shame for something that the University of Alberta has done, or neglected to do. But two events this year made Whiskeyjack proud of the University; and he wants to pick out the best of his this-year's wingfeathers and present them to the two persons responsible.

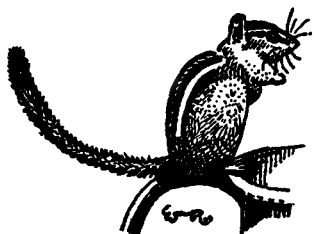
The first event that pleased Whiskeyjack was the publication of a book by one of the best-known and best-liked men on the staff of this University. It is a book that should particularly interest the people of Edmonton at a time when they are looking back at past achievements and cocking an eye to future glory. It is not a book about either Edmonton or Alberta. It is about a small English town, Chester. It is the story of how the townspeople of Chester year after year put on a series of plays we now rank with the world's greatest. We do not know who wrote these plays. But we do know that it was the townspeople who made themselves responsible for putting them on; and the book tells

us just how much these tradesmen and businessmen of Chester spent each year in doing so. They spent a surprisingly large sum. The book *Whiskeyjack* refers to is Professor F. M. Salter's *Medieval Drama in Chester*. Drama groups, *Whiskeyjack* thinks, will find this book an inspiration. The *Friends of the University of Alberta* should find it interesting, too, because it is the story of how practical businessmen took over from the medieval church an academic program and turned it into living art—an art so powerful that it would (Mr. Salter tells us) "shock any modern audience out of their seats—even an audience brought up on the suggestiveness of Hollywood, the 'raw meat' that offends Boston, and, perhaps, such unrelieved filth as *Tobacco Road*"; and yet an art so human that it pictures what shepherd boys would bring as gifts to the Child-God of the Nativity; not gold, frankincense or myrrh, but the sort of things a shepherd's boy would be likely to have—a drinking bottle (which may have lost its stopper), a shepherd's hood, a whistle cut out of a willow stem, a nut-hook for reaching nuts and fruits out of trees. A wingfeather, then, to Professor Salter for his fine book.

The second event that pleased *Whiskeyjack* was the presentation, last Christmas, on the stage of the Studio Theatre, of a cycle of plays belonging to the same tradition of drama as that Mr. Salter describes in his book about the Chester townsfolk and their plays. It strikes *Whiskeyjack* as a very pleasing irony that, almost at the same time as someone in Edmonton was writing a book on medieval plays, someone else was putting on for Edmonton a group of these very plays. The plays presented in the Studio Theatre had to be, of course, adapted to our modern stage; but purists have no reason to take umbrage, for Mr. Salter tells us how the Chester plays were created by a process of adaption. The acting, too, was crude; though there were some fine things in the Studio Theatre performance—everyone who saw it will remember the Tempter-devil leering in the apple tree, Cain, and Noah beset by all the worries of a nursing-father of the animal and human kingdoms. Yet the plays spoke with great power. Being folk-drama, they stood up under the violence of amateur production better than Shakespeare does, or George Bernard Shaw, or Christopher Fry, or imperfectly translated Sophocles. For a few days Edmonton, *Whiskeyjack* believes, stood at the very centre of Canada, even if the circumference turned about its centre in ignorance of the fact. A wingfeather, then, to Mr. Orchard, who put on this production.

These events, *Whiskeyjack* feels most strongly, are successes which ought to be followed up. This University has produced a book about medieval drama—it has put on a few memorable performances of this drama. *Whiskeyjack*, however, would like us to snatch a fish out of the Chester frying-pan. The Chester people put on their plays year after year. Why shouldn't we repeat last Christmas's performance every Christmas?

—G.P.



the chipmunk

The **Chipmunk** was running through a forest of reminiscences and reflections the other day, and after tripping over a story that popped up right under his nose, he came to the very obvious conclusion that the University community is alive with important diversified news, for the ferreting.

For instance: Our president, **Dr. Andrew Stewart**, has recently been named a member of the royal commission set up by the federal government to forecast Canada's economic future. A year's study has now opened on how the economy will shape up 20 or 30 years hence.

The **Chipmunk**, along with all the other denizens of Alberta, has been hearing a lot recently about provincial governments and charges and counter charges that have been levelled. Just recently Premier Manning named the members of the royal commission that would probe charges of maladministration made during the recent election campaign. **Chipmunk** learned with pride that the chairman and two other members of the five-man commission were graduates or in some other way were closely affiliated with the University. **Mr. Justice Hugh John Macdonald '21 '23** is the chairman, **Rev. Dr. G. Harrison Villett '22**, principal of Alberta College, is another member, along with **Dr. John Dower**, chairman of the **Friends of the University** and the recipient of an honorary doctor of laws degree at Spring Convocation, 1954. **James Mahaffey '25**, Calgary barrister, was appointed general counsel for the commission.

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At the time of writing, **Chipmunk** has been giving the Students' Union a wide berth. The Canadian Federation of University Women's Clubs was in session for four days and things were conducted very much in earnest.

Something that he did slip through the back door, though, to see was the members' art dis-

play, tastefully arranged in the Faculty Common Room.

It was obvious that somebody had gone to a lot of preparatory work, and who else could better handle such a chore than that tireless exponent of the finer things of life, **Mrs. Ross Gibson '24**, Medicine Hat, the exhibition con-
vener.

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Just another indication of the rapid expansion of your Alma Mater was the recent announcement that the present school of pharmacy on the campus had now been elevated to full status as a faculty. The dean of the new faculty—**Dr. Mervyn J. Huston '37 '41**, former director of the school.

* * *

Time flies, and **Chipmunk** was saddened to hear of the deaths recently of **Dr. F. J. Lewis** and **Dr. N. C. Pitcher**, both University staff members in years past.

Dr. Lewis was the first professor of biology at the University; he came in 1912 and remained as head of the department until 1938. From here he accepted an assignment with the Egyptian University in Cairo, and following his retirement from that institution he lived in England until his death.

Dr. Pitcher was the first professor of mining engineering at the University.

During his service with the University he organized the department of mining and instituted the project method of teaching in that field.

Although **Dr. Pitcher** retired officially in May, 1945, he continued to teach at the University for about two years. In February of this year, **Dr. Pitcher** was honored by the University when a painting of him was hung in the applied science reading room of the Rutherford Library. It was donated to the University by **Alex B. Jackson '23**, a member of the first class in mining engineering taught by **Dr. Pitcher**.

And so, before skittering away into the bit of bush that's still left along the Saskatchewan, west of the campus, **Chipmunk** would like to add his squeak of approbation to the shower of congratulations that have recently been conferred on **Jack Lambourne**, who has retired as building superintendent of Athabasca Hall after

29 years' service.

As the Edmonton Journal scribe so rightly put it, "When Jack Lambourne, 10128 84th Ave., walks down the street he is greeted every day by doctors, dentists, engineers and lawyers."

We think Artsmen, too.



Members of the senior and junior classes of the University School of Pharmacy were guests in May of the Eli Lilly Pharmaceutical Company in Indianapolis. While there they inspected the Lilly research laboratories and toured the plant's biological and antibiotic production facilities. Included in the group were class president Bob Dowling, first row, fourth from the left; and Joyce Zelmer, first row, seventh from left, vice-president. Representing the school faculty was Professor A. J. Anderson, first row, sixth from the left.

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UNIVERSITY BURSARIES FOR NEW CANADIANS

The Citizenship Councils of Calgary and Edmonton and their affiliated organizations, together with the University of Alberta, have recently provided funds for a limited number of bursaries for new Canadians. To qualify, the students must be landed immigrants to Canada since World War II or be a member of a family that has immigrated to Canada since World War II; have met the University entrance requirements; have a satisfactory skill in English; be a resident of Alberta; and need some financial assistance to continue his or her education.

A RETRACTION

In the Spring, 1955, issue of THE NEW TRAIL we inadvertently credited the original publication of the late Dr. R. C. Wallace story, "**As I Look Back**", to The Atlantic Monthly. With apologies, this should have read **The Queen's Quarterly**.

» » Alumni Notes « «

1916

Even a very brief note from one of our graduates is appreciated here in the Alumni office, but especially when it's from one as long absent from the campus as **Dr. Samuel R. Laycock**. When forwarding his fees recently, Dr. Laycock told us he had retired and is now Dean Emeritus of Education, U. of S., and spends his time lecturing, writing, broadcasting and telecasting.

1919

A letter from overseas causes quite a sensation in the office and we can't resist letting you in on the very interesting bit of correspondence that we received from **Helen S. Edwards** this summer:

"I am always very interested in THE NEW TRAIL and follow as well as possible the great progress that is being made, especially in the building expansion of the University.

"I attended the first annual general meeting of the Canadian Universities Club here in February, and met several people from other universities, but looked and listened in vain for any Alberta graduates. However, I have since heard from **Mr. H. E. Williams '47**, of Cardiff, that arrangements are being made to form an Alberta branch of the club, so I hope soon to make some contacts.

"Wishing the Alumni Association every success."

Miss Edwards' address is 117 Haverstock Hill, London, N.W. 3, England.

1927

Dr. D. J. McGregor Crawford tells us he is still with the C. S. Williams Clinic in Trail. He has been associated there since 1930.

1929

We are quite impressed when busy men like **Matthew Halton**, chief European correspondent with the CBC, remember to send us their fees each year.

It's always interesting and refreshing to scan our file cards concerning graduates dating as far back, say, as **Dr. Paul E. Gishler**.

Our last entry reads a laconic "August, 1945: Helped in the production of the atomic bomb."

Just the other day we picked up the Edmonton Journal and learned that Dr. Gishler had been appointed manager of research and development for the Canadian Chemical Company in Edmonton. Dr. Gishler is a native Albertan, is married to the former **Dorothy E. Riley '32**, and since 1943 has headed the chemical engineering section of the National Research Council in Ottawa.

1930

Perhaps the greatest signal honor that has been bestowed in the last month or two on one of our graduate family was that of the appointment of **Donald Cameron** to Canada's Senate. We're going to tell you more about the Senator in another column, but we didn't want you to miss hearing about this well-merited and very popular choice.

1931

Alberta's first native-born deputy minister of agriculture, **Robert M. Putnam**, has taken over his duties in his office at the Legislative building. Mr. Putnam has been assistant deputy minister since 1947 and superintendent of the province's agriculture schools since 1949.

This summer has been an unrivalled one for "trail-blazing" graduates.

They've entered the business and governmental fields with distinction.

Now **Air Vice-Marshal Frank R. Miller** has been appointed deputy defence minister at Ottawa.

1934

Along with a cheque for a life membership in the General Alumni Association, **Mr. Leo W. Kunelius** included a short note which we feel sure expresses the sentiments of all our graduates, so we are including a portion of it here:

"It is always a pleasure to receive THE NEW TRAIL and in this way to retain some small touch with my alma mater. I am proud to be a graduate of U. of A., one destined to become one of the best institutions in North America."

1936

A Rhodes scholar from the U. of A., **Professor John C. Garrett** was back on the campus this summer to lecture at summer school. Professor Garrett is head of the department of



SENATOR DONALD CAMERON

It is with genuine pleasure and pride that **The New Trail** can record the appointment of Donald Cameron '30 '35 to Canada's Senate.

For those of our readers who failed to meet Donald while they were on the campus, we would add the following vital statistics. He was born in Devonport, England, in 1903 and came to Canada at the age of three. His father, the late Donald Cameron settled on a farm at Elnora, east of Innisfail, and it was there that he received his early education. As a young man Donald became interested in farm organization work, he was elected head of the junior U.F.A., and in 1926 he received a scholarship from the provincial department of agriculture to attend the University of Alberta.

At the University he received his bachelor of science degree in agriculture in 1930, and his master of science degree four years later. Since that time he has been closely associated with the department of extension at the University. Today he is director of the department and head of the Banff School of Fine Arts.

Alumni of this institution everywhere will join in wishing the new Senator well in his new calling. Through this very deserving appointment he has brought a further measure of honour and distinction to his Alma Mater.

English at Canterbury College, University of New Zealand.

1938

Another sizeable step up the ladder is that taken by **Ernest A. Cote**, who has recently been appointed assistant deputy minister of resources in the federal government.

Up until the time of this new appointment Mr. Cote has been head of the American division of the external affairs department. He will be responsible for the administration of legislation on water resources, including boundary waters.

1940

We thrive on letters like the one we received from **Beth '40 and Ernie '41 Shortliffe** this summer:

"We have been careless and we are sorry. Herewith is our money order to renew alumni membership and our subscription to THE NEW TRAIL, neither of which we care to be without at any time."

They go on to say:

"Although we have been very happy since moving to Hartford 18 months ago, it is good to keep in touch with the doings back there.

"**Keith '48 and Kay '50 Johnstone** from Boston, where Keith lectures at Boston U., have visited us twice. Ruth and **Ralph Miller '52**, who spent this past winter at Yale, had a weekend with us in the fall. We had two visits from cousin **Kay '45 (Trout) and Harold Draper '48**, before they moved back to Champaign, Ill. **Dr. Sam Boorman '49** and his wife were here some time ago when he was interning at the Ford Hospital in Detroit. Now they are in Montreal. My brother **Bruce Rankin '41** is now in Madrid; their third daughter was born there last October.

A graduate with a distinguished war record, **Colonel Bruce F. Macdonald**, has been appointed director of the Royal Canadian Armoured Corps. He will head the corps' policy planning and training programs. Bruce will be remembered by his campus colleagues as an outstanding athlete.

It is our particular pleasure to record that **Dr. J. A. Morrison**, now a national research council scientist, has recently been named a fellow of the Royal Society of Canada. Dr. Morrison heads the surface chemistry section of the pure chemistry division in Ottawa.

We're very pleased to record a change of address for **Dr. and Mrs. G. A. LaPage** in Madison. They're now resident at 5917 Hammersley Road. During the summer the LaPages motored up to visit and view the campus. It has been three years now, and ten years since Dr. LaPage joined the staff of the University of Wisconsin.

1941

We learned that **Mrs. R. W. Montgomery** (Marian Nancekivell) has been living in Athabasca since 1950 and has two children, five and three years.

1942

A former member of the resident Alumni executive, **Ruth McClure**, dropped us a line from Pittsburgh this summer. Miss McClure is a 1955 graduate of the Graduate School of Public Health, Pittsburgh University, and will be returning to Edmonton this fall.

1943

Two Canadian novelists were praised recently in a special supplement of the Literary Times, London, Mr. Henry Kreisel of Edmonton, on the staff of the University, and **William O. Mitchell**, best known for his radio series, "Jake and the Kid". He is also the author of the novel, "Who Has Seen the Wind?" which was published in condensed form by an American magazine, winning a \$500 I.O.D.E. prize.

Mr. Mitchell has written short stories for both Canadian and American magazines and two years ago won the president's medal for short stories from the University of Western Ontario.

Miss Kathleen Herman has been named national director of the Junior Red Cross. Formerly director of the Junior Red Cross in Alberta, Kathleen has been assistant national director since 1952.

1945

We're sorry that we missed **Clare and Ruth Carlson** this summer, because Clare probably could have told us a lot of interesting things about electronics and guided missiles (off the secret list, of course). Right now they're residing in Inglewood, California, where Clare is busy with the above at the Hughes Aircraft Company.

In the political field we have a graduate who recently has forged very close to the top provincially. We have reference to **Allen Russell Patrick**, a native of Stettler, a former high

school teacher in Lacombe and recently elevated to the cabinet position of minister of economic affairs for Alberta.

An enterprising graduate in medicine from the University of Alberta, **Dr. W. R. N. Lindsay**, who is studying plastic surgery at the Toronto Hospital for Sick Children, has recently been awarded a Nuffield Fellowship to continue his studies in England.

He will use the fellowship to study plastic surgery with R. Mowlem, F.R.C.S., Mount Vernon, England. The value of the award is 600 to 800 pounds annually, plus travelling expenses.

1946

Honorable mention awards of \$100 each were given five pharmacy students by the Vick Chemical Co. of New York. Numbered among these was **Gordon Groves**. The awards were conceived as a tribute to Lunsford Richardson, founder of the Vick Chemical Co., and to his son Lunsford, who devoted his entire business life to the company. The awards were announced to commemorate the fiftieth anniversary of the Vick Chemical Co. and to recognize the long and close association between Vick and the field of pharmacy.

Congratulations, Gordon!

From "meal work" at the U. of A. to caring for bush stations on Baffin Island and Fort Churchill. That's the career-story of **Miss Dorothy Jones**—now Flt. Lieut. Jones, Maritime Air Command dietitian, recently promoted to her new rank in Halifax after spending five years with the R.C.A.F.

Flt. Lieut. Jones joined the R.C.A.F. in 1951 after a brief officers' training course in London, Ontario, and proceeded to the station at Rockcliffe, Ont., where she was station messing officer until 1953. While stationed at Rockcliffe one of the phases of her work was setting up messing facilities for summer photo detachments. Her work included a pre-season February visit to the outlying spots, making arrangements for equipment, food and staff. In 1953, Dorothy was transferred to Greenwood, N.S., where she remained until being posted to Halifax in 1954 as dietitian for the Maritime Air Command.

And despite her busy schedule, Dorothy is still quite a sports enthusiast, favoring golf, curling and basketball.

After completing an air force tour which took him to West Germany, France, Holland, Belgium, England, Puerto Rico, Washington, D.C., and Los Angeles, **Capt. W. E. Spector** is expected to visit his parents in Edmonton while on a stopover from a flying trip north.

Dr. Spector is a heart specialist and is serving with the United States Air Force.

1948

Quite unexpectedly, **Eric Comer** and his charming wife Muriel dropped in to say hello while we were holidaying at the lake this summer. From what little we could gather, it seemed that he had changed his work slightly with the Dominion government recently and is now engaged in something closely allied to "efficiency expert" work.

Part time, Eric has been teaching at Carleton College, and while setting a blistering pace at a round of golf, he imparted that he needed just one more question to complete preparation of a supplementary test examination.

Word has reached us that **Miss I. M. Davies**, graduated recently from Gallaudet College in Washington, D.C., with the degree of master of science in education. She was one of three Canadians graduating from the college this year. She is studying to become a teacher of the deaf.

Officials of the Alberta Tuberculosis Association announced recently that a cash prize has been awarded to **Dr. H. I. Hnatko** for an essay submitted on the dread disease. He is presently continuing his research in the T.B. field at the Misericordia Hospital, Edmonton.

1949

Patience, great curiosity and imagination are the qualities needed for those interested in archaeology, says **Robert Buck**, who visited Edmonton this summer, along with his new bride, after studying archaeology in Greece. Mr. Buck has accepted a teaching post with the University of Kentucky.

1950

President of the 1954 graduating class of the U. of A. and an ex-bomber pilot, **Wallace W. McSween** was recently admitted to the Alberta Bar.

Mr. McSween served in the R.C.A.F. from July, 1942, to November, 1945, being commissioned in September, 1943, and serving two years overseas as a pilot of heavy bombers. At

the University of Alberta he took part in debating, variety shows and dramatics, and will be remembered as social chairman of the Law Club during his final year.

Another alumnus who was active in student activities while on the campus, **G. Edward Trott**, has also been admitted to the Alberta Bar. While at the University, Edward was a member of the intervarsity tennis team and is former junior tennis champion of Edmonton.

Dr. Brian Dunford has been appointed assistant professor of chemistry at Dalhousie University, Halifax. Dr. Dunford has been studying on a postdoctorate fellowship at McMaster University. He will assume his new duties in October.

1951

The degree of doctor of philosophy in biochemistry was conferred on **David M. Fawcett** recently, at the spring convocation of Hamilton College of Science, McMaster University. Mr. Fawcett's thesis was a study of the thyroidal and extrathyroidal metabolism of the thyroid hormone.

Dr. and Mrs. Fawcett were in Edmonton this summer, we understand, for a short visit with their parents.

Dr. Robert E. Hatfield, in a short note, tells us that he will be starting postgraduate studies in internal medicine this fall and plans to be married in September. Best wishes, Bob.

Helen Eckert has been appointed to the teaching staff of the University of B.C. School of Physical Education. For the past year Helen has taught at Scott Collegiate in Regina.

A member of the Golden Key Society while at the University of Alberta, **V. P. Moshansky** was admitted to the Alberta Bar recently. And while we are in a legal turn of mind we note too that **R. G. Wheatley** has participated in a similar ceremony recently.

If you've heard "The Call of the Land" over the airwaves you will have become familiar with the voice of **Everett R. McCrimmon**. Recently he has been named executive assistant to the Alberta deputy minister of agriculture, **R. M. Putnam '31 '33**.

1952

We have learned that **Kathleen M. McKnight** is joining the staff of the Calgary General Hospital this fall.

After attending the annual convention of Canadian dietitians in Toronto this summer, **Melvin '52 and Claudia '53 Gowda** spent a few weeks visiting their parents in Edmonton.

While here the girls took time to call at our office to pay their fees and bring us up to date regarding alumni in Port Arthur and Fort William.

1953

Two more graduates of the University of Alberta recently admitted to the Alberta Bar were **William Wood** and **Mavis Fitzpatrick**.

Mavis was the only female graduand in law in 1954 from the University of Alberta.

Thelma S. Shaw dropped us a note recently to say that she has been teaching in Edmonton since she left the campus. Now she is on her way to Winnipeg to enter the classroom there for the new term.

Six years after his arrival in Canada as a Czechoslovakian refugee, and with only \$10 in his pocket, **Dr. Yaroslav Hueber** was admitted to the Alberta Bar recently.

For Dr. Hueber the brief ceremony marked the end of a 16-year period during which he had been forced to escape both Nazi and Communist control before completing his education in Canada.

1954

Arthur Alexander has been awarded a fellowship by the Canadian English Electric Company of Canada. The fellowship provides him with transportation to England and return, plus living and travelling allowances totalling nearly \$1,500 each.

1955

A small boy's experience backstage at the circus was the subject of this year's production of the Children's Playground Theatre. The play, "Circus Boy", was sponsored by the City of Edmonton Recreation Commission and was directed by U. of A.'er **Georgina Tingey**.

Wins Recognition From Academy of Science

Work by George Obolensky, '51, '53, in the field of ultrasonic research is bearing fruit in Paris, France.

In a short note received by the alumni office recently, George speaks of the University of Paris having presented his "work" to the Academy of Science. Also that he has been busy with research at the University of Marseille.

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In this year of the province's Golden Anniversary we have heard much of the pioneers who helped shape the destiny of Alberta. Going right back, there were the Indians, the fur traders, the panhandlers, and in due course of time the "cow-pokes." They're still riding herd on the white-faced Herefords in the Rocky Mountain foothills and across the flat sweeps in the south of the province.

It is a type of pleasant outdoor "occupation" that has spanned the fifty years, and we thought it symbolic for this edition.

The artist was J. B. Taylor, A.O.C.A., Painting Division, Department of Fine Arts. We are grateful also to the warden of Athabasca Hall, Professor M. H. Scargill, for the loan of the original entitled **Ranch Hands**.